

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Kelly Bray

Official School Name: Bosqueville Elementary

School Mailing Address:
1000 Washington Lane
Waco, TX 76708-7225

County: McLennan State School Code Number*: 161923

Telephone: (254) 752-6006 Fax: (254) 752-5459

Web site/URL: www.bosqueville.k12.tx.us E-mail: brayke@bosqueville.k12.tx.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. James Hopper

District Name: Bosqueville ISD Tel: (254) 757-3113

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Debbie Wright-Hood

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 1 Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ **1 TOTAL**

2. District Per Pupil Expenditure: 9324

Average State Per Pupil Expenditure: 7826

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 3 Number of years the principal has been in her/his position at this school.

____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	21	44	7			0
K	21	12	33	8			0
1	24	14	38	9			0
2	14	18	32	10			0
3	22	16	38	11			0
4	17	18	35	12			0
5	12	21	33	Other			0
6	16	20	36				
TOTAL STUDENTS IN THE APPLYING SCHOOL							289

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
8 % Black or African American
20 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 21 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	56
(4)	Total number of students in the school as of October 1.	271
(5)	Total transferred students in row (3) divided by total students in row (4).	0.207
(6)	Amount in row (5) multiplied by 100.	20.664

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 13

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 132

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>29</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	93%	93%	95%	95%	94%
Teacher turnover rate	1%	16%	11%	1%	1%

Please provide all explanations below.

During the 2003-04 school year, I had one employee out for maternity leave. During the 2006-07 school year I had two employees out on maternity leave and 2007-08 school year I had two employees out on maternity leave and one employee on leave for an appendectomy. With our small numbers for teachers any extended absences affect our attendance.

For the 2006-07 school year I had one employee take a leave to stay home with her newborn, one employee moved for her husband's job and one employee took another position within the district.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Located at the junction of the Brazos and Bosque Rivers near Waco, Texas, lies the community of Bosqueville. Bosqueville School came into existence in 1854 on donated land as a two-story log building. In addition a college and a music conservatory thrived in the years just before the Civil War. The arrival of the railroad to Waco settled the question of which community would grow; Bosqueville was destined to maintain its rural character, though only minutes away from a fair-sized city. The Bosqueville school adapted by consolidating with a near-by community, and later by transferring students to other high schools until 1980, when strong community support prompted the expansion of the school through grade twelve. In May of 1988 the first class of seniors graduated from Bosqueville School. In 2000-2001 the PreK-12 campus reconfigured and the elementary grade levels became their own campus within the district yet still being housed in one central area.

This strong community support continues still. In November 2006 voters passed a bond to build a new elementary school, separating the secondary students from the elementary students, ending a tradition of educating all children on one central campus. In February of 2009 the faculty, staff, and students moved into a spacious new elementary building.

After 154 years Bosqueville is one of the oldest schools in the state, yet its willingness to adapt and innovate keeps it flourishing. Realizing that a firm foundation in language, mathematics, and social skills is necessary for success in the school curriculum, an insightful administration and school board implemented an early childhood program in 1995. This licensed childcare center added infants and toddlers in 1997.

Collaboratively, the high school implemented an early childhood professions program, now called Ready, Set, Teach, in which high school students gain hands on experience working with pre-Kindergarten age children. The senior class of 2009 will be the first class of Puppy Paws students to graduate Bosqueville High School.

The Bosqueville faculty lives its mission statement, “to educate children to achieve their maximum potential in life.” This goes far beyond teaching test-taking skills or objectives. Teachers design lessons that are meaningful and engaging so that students excel academically. They differentiate instruction to meet the needs of all learners, from those who struggle to the gifted and talented. To foster the creative and expressive needs of children, art and music teachers meet with classes weekly. The school has developed a student code of values that stresses P.R.I.D.E.—Personal Responsibility In (Integrity) Daily Effort. This year Bosqueville added a full time counselor to the staff to visit classrooms and direct activities that spotlight positive character traits. She recognizes Character Kids of the Week who demonstrate PRIDE in their behavior, has implemented the Texas Developmental Model Guidance Program to all students in pre-Kindergarten through fifth grade, and has trained conflict managers who resolve disagreements between students.

For the past three years the Texas Education Agency (TEA) designated Bosqueville Elementary as a Recognized school for the students’ high performance on the Texas Assessment of Knowledge and Skills (TAKS) tests. For the 2007-2008 school year Bosqueville scores were in the top 10%. Every grade level and every subject tested except one had 90% or higher passing rates. The school was awarded 7 out of 7 Gold Performance Acknowledgements. Both teachers and students are striving to reach the Exemplary level.

As the heart of the community, Bosqueville Elementary works to maintain strong parent and community support and involvement throughout the school year. Prior to the beginning of school, Meet the Teacher night provides the parents with information on how to assist their children at home to be successful learners. At homecoming, parents of each grade level decorate a float for the annual parade that is viewed by numerous spectators who line the parade route. Musical performances, arranged by the music teacher, are held twice a year. Students collected food for the local Food for Families drive at Thanksgiving. The students participating in the Keep America Beautiful Great American Cleanup plastic recycling program collected over 6,000 pounds of plastic and learned the value of recycling. The school was tenth in the nation. Pre-K students have

raised over \$4,000 in recent years for the St. Jude Bike-a-Thon. We held a bottled water drive for police and fire fighters. Students invite parents for the Thanksgiving feast. Pre-Kindergarten and Kindergarteners have Breakfast with Santa. Grandparents' Day, Muffins for Mom, and Donuts for Dad are celebrated with students and their families throughout the year. At the end of each six weeks, parents are invited to attend the Golden Bone Gala that recognizes students for their outstanding achievements for that grading period.

Bosqueville Elementary, which has an enrollment averaging 250 students, is frequently compared to an extended family. We are a place where students are known by faculty, staff, and people of the community. It is a mixture of old and new. Families have raised generations of students who have attended the school, while new families who have purchased homes in recently constructed neighborhoods are discovering the benefits of a small school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each spring Bosqueville Elementary students are evaluated by using a criterion-referenced assessment called the Texas Assessment of Knowledge and Skills (TAKS). The state of Texas implemented this assessment, in 2002-2003, which focuses on higher order thinking, multi-step problem solving, and the application of knowledge and skills in specific content areas. This annual evaluation is correlated with the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). All students in grades 3 through 5 are tested in reading and math. In addition, students in 4th grade are tested in writing, while students in 5th grade are tested in science. The TAKS reports are available online on the Texas Education Agency (TEA) website at <http://www.tea.state.tx.us/perfreport/aeis/2008/index.html>.

For the past several years students with disabilities have been required to pass the State Developed Alternative Assessment (SDAA) based on their instructional level. In the Spring of 2008, students with disabilities were tested based on grade level performance by using one of the following: TAKS (Accommodated) for students served by special education who meet eligibility requirements for specific accommodations and TAKS-Modified (TAKS-M), an alternative assessment based on modified academic achievement standards designed to meet the requirements of the federal NCLB (No Child Left Behind). The Admission, Review, and Dismissal (ARD) committee determines the appropriate assessment based on a student's individual educational goals.

Students receive a scale score for every subject tested. A scale score of 2100 meets the passing standard indicating the student has sufficient understanding of the knowledge and skills measured at their grade level. The data tables in this application reflect high performance in both areas of reading and math. For grades 3 and 5 reading, the state combines your passing percentage for the first and second test administration. For grade 5 the first and second passing percentage is combined for math only.

Each school receives an accountability rating based on the assessment results. These ratings include: Exemplary (school population passing rate at 90% and above); Recognized (school population passing rate at 80% and above); Academically Acceptable (school population passing rate at 70% and above); and Academically Unacceptable (school population passing rate below 70%). Bosqueville Elementary has been a Recognized campus for the past 3 years and will continue to strive towards the Exemplary rating. This year Bosqueville also received Gold Performance in 7 out of the 7 areas that are rated by the Texas Education Agency which include the areas of attendance; commended reading, math, writing, and science; and comparable improvement in reading/ ELA and comparable improvement in mathematics. Bosqueville Elementary is the only elementary school in the state of Texas to earn this recognition.

Our overall math scores have consistently maintained the recognized or exemplary level over the last five years. The largest growth has been seen in grade 4. However, both grade 3 and grade 4 have shown a significant amount of growth in the number of commended performance scores.

Reading scores have fluctuated over the past 5 years except for grade 3, who has maintained exemplary ratings, all but one year. Grade 3 also has shown a high level of students performing at the commended performance level.

The subgroup scores are within 10 percentage points of the overall scores within any given year in all categories. This demonstrates the campus' dedication to serving all students.

2. Using Assessment Results:

Bosqueville Elementary staff are recognizing the value of using assessment results to better comprehend our students' individual and class wide academic needs. Teachers rely on frequent monitoring, using formal and informal assessment throughout the year. Bosqueville Elementary teachers are unquestionably aware that testing itself does not improve learning unless the data is analyzed and used as a tool to modify instruction. We determine progress by comparing past assessments with current assessments results. In the upper grades, data is disaggregated on spreadsheets (broken down by questions and objective) and used to communicate with principal, staff, and parents and to determine target areas for instruction. Assessments as a whole show learning gaps that determine what interventions are needed. Assessment results used, depending upon the grade level, form the following groups: small groups, tutorial groups (before and after school), individual tutoring groups, TAKS remediation groups, and Content Mastery groups. Assessment results guide whole group classroom instruction as well. We also utilize our Family Career and Community Leaders of America (FCCCLA) high school volunteers and Ready, Set, Teach students to work with students as needed. We also plan purchases of instructional materials such as software and computer programs using these assessment results.

3. Communicating Assessment Results:

Maintaining an active partnership that focuses on the education of our children among parents, community members, and school staff is a priority for the staff members of Bosqueville Elementary. We believe that our students' success is directly related to parental involvement. As a result of this belief, we each teach with an open door policy.

The teaching staff of Bosqueville Elementary communicates student performance in a variety of ways. Every year our teachers send a welcome letter to their incoming students including an invitation to our "Meet the Teacher Night." At this informal gathering, parents are invited into our school to meet the teachers, see the classrooms, and to gather information about the upcoming year. During this meeting parents are first introduced to the assessment procedures of the school.

Parents are also kept informed by a weekly newsletter sent home by each grade level. These newsletters include dates of upcoming assessments, information on preparing for assessments, and other important details. Students also take home folders each week that includes the work from the previous week. Formal and informal assessments are often sent home in this folder. This gives parents the opportunity to see the specific skills their child has mastered. The principal also sends home a monthly newsletter that includes assessment information.

Individual performance of classroom skills is given to the parents in many ways. Classroom teachers send home three-week progress reports and six-week report cards. In addition, parents are given disaggregated data of their child's performance on practice TAKS (Texas Assessment of Knowledge and Skills) tests and benchmark tests. Students participate in AIMS tests three times a year, and the results of this testing are sent home with each child. The scores of state tests (TAKS) are distributed to students along with an explanation of the results.

The State of Texas requires each campus to send home the School Report Card (the state accountability report), based on the state's Academic Excellence Indicator System. These are sent home with each child in his/her report card.

Finally, our staff communicates informally with parents on a daily basis through daily visits, emails, and notes. These informal visits are often used to communicate chapter test results or progress in a specific area. These informal conversations are important opportunities to demonstrate our open door policy.

4. Sharing Success:

Bosqueville Elementary truly has experienced the benefits of working as a learning community within its own campus as well as with other districts. Teachers do not work in isolation instead they work collaboratively and collegially, always eager to share their success with others.

At Bosqueville Elementary, grade levels share a conference time, and teachers meet regularly to discuss lessons, goals, and ideas. Faculty meetings are a time when teachers and administrators can celebrate successes, share thoughts and discuss concerns. The faculty is encouraged to share new instructional methods with others as “teachers teaching teachers” and are empowered and motivated to become leaders in education.

Mentoring and modeling best practices in the classroom is something our teachers engage in with great pride. We welcome student teachers and interns from Baylor University and McLennan Community College; several have joined the teaching staff and are a crucial part of the Bosqueville team. Our teachers also have the opportunity to work with our high school students through the Ready, Set, Teach program, acting as mentors as they explore education as a possible career choice. Our principal is not only dedicated to her staff in improving instructional methods but she works with other districts by sharing methods she finds effective in using data to help refine instruction.

Proper training allows us to feel confident in our teaching fields. Bosqueville’s pre-kindergarten teachers participated in the researched-based Texas Early Education Model (TEEM) training. These teachers have shared their training with other teachers and schools. Bosqueville has had teachers present at various conferences and workshops including the High Performing Schools Conference at Region XII Educational Service Center. Teachers take pride in serving on the District Quality Improvement Committee and on the Campus Improvement Committee as they work with community members and administrators to seek ways to improve our school.

Additionally, we share successful events at Bosqueville Elementary through the local newspapers, The Neighbor and The Enterprise. Events such as the all school Christmas art display, the Puppy Paws and pre-kindergarten Feast of Sharing, and our school wide recycling program are all examples of how our teachers and staff go above and beyond normal expectations. Bosqueville faculty and administration are committed to creating valuable partnerships with the community and ensuring each child’s success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Bosqueville Elementary, we believe education begins at birth. We educate our students beginning in the infant room, continuing through toddler and Pre-K 3 and 4, and into fifth grade. Our curriculum is aligned vertically and horizontally with the Texas Essential Knowledge and Skills (TEKS) through a curriculum timeline and spirals from Kindergarten through fifth grade.

Reading and writing go hand in hand, especially for our pre-emergent and emergent readers. The Pre-K 3 and 4 programs received a Texas Early Education Model (TEEM) grant and training from the Center for Improving the Readiness of Children for Learning and Education (CIRCLE). This program emphasizes early language and literacy. The upper elementary grades utilize the 6 Traits Writing program. Samples of student compositions are displayed on the writing wall throughout the school year. Success Maker and Study Island programs are also used to enhance and enrich the reading and writing experience. Reading curriculum is research based and begins in the infant room. Our youngest students are engulfed in a print-rich environment, going through the Pre-K rooms to kindergarten. There is an emphasis at all grade levels to build upon existing skills and strengthening these to the student's greatest ability. Phonics, fluency, comprehension, and vocabulary are the backbone to developing reading skills that will last a lifetime.

The math curriculum emphasizes a strong foundation of number awareness, math facts, and basic skills in the early elementary years. Along with these, we utilize a curriculum rich with hands-on experiences and manipulatives to enhance learning. The upper elementary grades create multiple opportunities to cultivate higher level thinking skills in a meaningful, real world environment through centers and technology.

The science and social studies curriculum provide our faculty an opportunity to open the eyes of our students to the world outside of our small rural community. In addition to our state mandated TEKS instruction, we provide field trips to NASA in Houston and the state capital in Austin. Our school has also brought the environment to the social consciousness of our students, as well as to the entire community, as we participated in a nationwide recycle project. Our students collected enough recyclable plastic to place 10th in the entire nation. Placing in the top 20 nationwide for two years in a row earned our elementary students a backpack and fleece jacket, both made of recycled plastic materials.

Technology is incorporated in the classroom across the curriculum. Computers in every classroom provide opportunities with educational software, while the computer lab enables entire classes to research, participate in learning and tutoring programs, and improve computer skills. Distance learning with neighboring schools and power point presentations also provide our students with opportunities to hone their technological skills.

The fine arts program is an essential component of our curriculum, and vital to a well rounded education. Therefore, art is taught weekly. Students explore art through various mediums with age appropriate projects. Their products are displayed at the county Heart of Texas Fair, as well as at the Region Education Service Center. Music is taught weekly; students perform in winter holiday and spring musicals that are enjoyed by the community. We strive to musically enrich our students not only in the classroom but also by providing experiences to our local theater and symphony.

As our curriculum addresses the needs of the students we also strive to build healthy bodies and habits that will last a lifetime. Bosqueville students actively participate in physical education classes daily. Once a week, they participate in a fitness day called Jog Texas. Community involvement is fostered through Jump Rope for Heart and Field Day.

All of these planned experiences and opportunities help build a well-rounded student. Our vision is to educate the whole child to become a contributing member of our community.

2a. (Elementary Schools) Reading:

Bosqueville Elementary begins building reading foundations in pre-Kindergarten and continues a network of support for each child through the fifth grade. To ensure student success teachers employ the 3-Tier Reading Model and provide rich classroom instruction enhanced by technology.

The pre-Kindergarten program, offered for all qualifying district residents ages three and four, jumpstarts our students into reading. Pre-Kindergarten teachers are trained through the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) through the University of Texas Medical School. This one and a half year training, incorporating The Letter People curriculum and read-aloud sessions, stresses phonological awareness, print and book awareness, and written expression. CIRCLE also provides our teachers with researched-based resources. Benchmark tests three times a year monitor progress in reading.

Bosqueville utilizes the 3-Tier Reading Model for reading instruction. In Tier I, all students in kindergarten through fifth grades are tested with AIMSWeb, a progress monitoring system based on direct, frequent and continuous student assessment. Additionally, six week benchmark test are given, and released Texas Assessments of Knowledge and Skills are administered twice annually. Running records also assess fluency progress. For the core curriculum, teachers differentiate instruction using Harcourt Reading and Saxon Phonics in first through third grades, and McGraw-Hill Reading in fourth and fifth grades. English as a Second Language (ESL) instruction functions in both small group and classroom settings. Students' needs and personal learning styles are accommodated through the use of fluid, leveled reading groups. Students engage in a broad range of center activities such as novel studies, sight word games and listening centers for fluency building. Paraprofessionals assist teachers during instruction with small groups and individual students.

Tier 2 interventions supplement classroom learning for students needing additional support. A Content Mastery lab offers individual assistance, small groups and TAKS remediation. The certified speech pathologist assists dyslexic students through the Scottish Rite Program. For students not making adequate progress, Tier 3 instruction offers support through the components of the Rally to Read program and the Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS®).

Technology bolsters reading instruction at Bosqueville Elementary. Starfall.com supports developing readers in pre-Kindergarten, Kindergarten and ESL classes. Students in first through fifth grades use the standards-based SuccessMaker program. Accelerated Reader, Study Island and Reading A-Z are complementary computer programs that enrich students' learning.

3. Additional Curriculum Area:

Bosqueville Elementary School's math curriculum provides a spiraling scope and sequence of instruction based on the Texas Essential Knowledge and Skills (TEKS). The main areas of focus for instruction include numbers and operations, geometry, measurement, patterns and algebraic thinking, probability and statistics and problem solving. Teachers and students have access to textbooks, math resource books, numerous computer programs, manipulatives and calculators. Lessons at all grade levels provide opportunities for direct instruction, guided and independent practice, and problem solving. These lessons include both large and small group instruction. Students are regularly monitored through end of topic assessments and then conferenced with individually to discuss math progress and set goals about learning. Students are regularly engaged in hands-on learning through use of math manipulatives, which are appropriate for each grade level.

Differentiated instruction is used for individual student needs through a variety of resources. Teachers access the Pearson Envision Math curriculum online to introduce and enrich the daily math topic. Teachers and

students in primary and upper elementary grades also have access to other additional resources such as Activities Integrating Math and Science (AIMS), Marcy Cook, Touch Math, Motivation Math, Measuring Up, and TAKS Target for Texas Assessment of Knowledge and Skills (TAKS). Preschool incorporates Count on Math, Big Book Math and Preschool Math, which they received through the Center for Improving Readiness of Children for Learning and Education (CIRCLE) training into their daily math lessons.

Teachers incorporate technology daily at all levels where appropriate through computer programs, websites, calculators, and power point presentations. Bosqueville Elementary's goal is to use technology to enhance the students' learning rather than let the computer do the teaching. Teachers are able to use Mimio Boards, which allow them to turn the whiteboard into an interactive component, to enable teachers and students to highlight text, underline vocabulary words, play interactive math games, and much more. Projectors are also used to allow teachers to project anything from the computer to the whiteboard. Students are able to watch power point presentations to introduce topics as well as daily visual learning lessons in which they see the lessons "come to life!" Students and teachers also have opportunities to work with a Mimio Pad. This allows them to work from anywhere in the room. Teachers utilize the Classroom Performance System (CPS) in which students participate in the Mind Point Quiz Show, a game where students have their own remote control keypad to answer various review questions over each topic. Some of the additional technology programs used to enhance the math curriculum at Bosqueville are Study Island, Success Maker, Jumpstart, and an array of online interactive math sites. The purchase and use of these interactive technology devices was a major commitment to a change in the methods of teaching at Bosqueville Elementary School.

4. Instructional Methods:

Bosqueville Elementary's mission statement declares that all students will learn to their potential. All staff members are dedicated to this principle and strive toward guiding students to develop their potential. We endeavor to meet the different needs of each student by planning instruction using a variety of instructional methods including the basal series for reading (Harcourt Reading series), language arts (McGraw Hill Language Arts) and math (Envision series). Learning Style Profiles are also used to design instruction around each student's individual needs. Our staff utilizes large and small group instruction, and 4 reading basics: fluency, vocabulary, phonics, and comprehension. As educators we value the usage of word/math walls, graphic organizers, story maps, concept webs, Venn diagrams, T-charts, KWL's, Character charts, time lines, sequence charts, word of the day activities, read-alouds, use of journals, etc. in all subject areas. Differentiation in each student's educational process is addressed by the use of novel studies, using poetry and drama performances, and projects geared toward each student's needs.

The math series we use is Envision which combines whole class and small groups to introduce skills, practice, and re-teach math skills. Whole class instruction includes an introduction to each math concept with a short web-based program. Centers are used to refine the skills of each student or to focus on those skills that need improvement. Tutoring is provided before, during, and after school to accommodate those learners that require extra intervention.

The Harcourt Science Series is supplemented with Activities that Integrate Math and Science series (AIMS). Models are used and students use hands-on activities to gain an understanding of science concepts and math concepts. Students also write about what they have done in science and write their conclusions using the scientific method. Students incorporate writing skills by the use of a science journal that includes vocabulary words, important concepts, illustrations, and written conclusions. Students from the high school physics class came to the elementary to share a lesson on force and chemical reactions; they demonstrated the triple-beam balance and helped our students think like "scientists". The science fair is used as a culminating activity to focus on student scientific accomplishments.

5. Professional Development:

At Bosqueville Elementary, professional development for all teachers is based on the real needs of the students. Teachers evaluate and assess student needs on a continual basis through progress monitoring, data analysis and observation.

Once a need arises, teachers and administrators seek training based on current research and proven, best practices to help grow professionally. Training at the district, campus and individual level is provided.

Our district leaders value continuing education for their teachers. Not only does it provide yearly updates in the areas of special education, gifted and talented, curriculum alignment, crises intervention and technology, it has also offered many beneficial and interesting sessions that keep the staff motivated and excited about teaching in the classroom. Previous speakers have included: Dina Dwyer-Owens, Chairwoman and CEO of The Dwyer Group; Grant Teaff, former college football coach; Tooty Bird, retired teacher; Alan Marshall, Greater Waco Chamber of Commerce and coordinator of One Book, One Waco; and Todd Whitaker, teacher and motivational speaker.

In addition to district-wide motivational workshops, the elementary staff has taken part in several book studies. Teachers complete the weekly reading assignments on their own, and then meet to discuss and give input about how the strategies from the books could be implemented not only in the classroom, but also in all aspects of life. Some of the studies have included: *Who Moved My Cheese: An Amazing Way to Deal With Change in Your Work and In Your Life* by Johnson and Blanchard (1998); *Whale Done: The Power of Positive Relationships* by Blanchard, Lacinak, Tompkins and Ballard (2002) and *Teaching With Love and Logic: Taking Control of the Classroom* by Fay and Funk (1995).

Being such a small campus, collaboration among educators is essential to our campus' success. As teachers attend continuing education conferences in their subject areas, the information is brought back to campus and shared with other staff members. Some significant professional development practices and ideas that have been implemented at our school are: Essential TAKS Reading, Math and Science Vocabulary, Writing With the Traits, ideas from the T.A.I.R. (Texas Association for the Improvement of Reading Conference), CIRCLE (Center for Improving the Readiness of Children for Learning and Education) training, Marcy Cook Math workshops, and Teaming Up with TEKS and TAKS through Physical Education, K-12.

As lifelong learners, Bosqueville teachers have a strong desire to gain new ideas and strategies. By gaining knowledge and putting it into action, we are helping all students reach their highest potential.

6. School Leadership:

Many often assume that school leadership is dependent upon only the principal of a school. Here in Bosqueville ISD, we view school leadership as encompassing many "leaders" within our community that include board members, the superintendent, principals, teachers, students and parents. In school board meetings, decisions are made with a collaborate effort by the superintendent, principals, and school board members that lead our school in a positive direction that affects classroom instruction and student learning. These leaders have a shared vision of district goals. Within the elementary campus, our principal uses these decisions to form a common goal for her staff. Everything our campus does is aimed towards the goal of providing a productive workplace for teachers and a vibrant learning environment for students.

On the elementary campus, we have teachers with different interests, aptitudes, skills, and special roles, some, simply put, can do things better than others. Our principal recognizes this and uses the idea of distributed leadership that allows teachers and staff to do what they do best in order to reach the common goals set. These district and school goals can be obtained through this common culture of leadership. Depending upon their predisposition, interests, skills, or prior knowledge, teachers choose various committees at the district and

campus level upon which to work and use their talents. Some of these committees include: positive behavior committee, Sunshine committee and curriculum alignment committees.

Parents play a vital role on several district and campus committees such as the Student Health Advisory Council (SHAC), Parent Teacher Organization (PTO) and the Campus Quality Improvement Council (CQIC). They contribute valuable input and community leadership. We also encourage leadership in our students by providing roles as Conflict Managers and Kid Reps; Conflict Managers help other students solve problems and Kid Reps help the counselor during Red Ribbon Week and Career Fair.

School leadership involves taking a vision and distributing responsibility among all the “leaders” of the school community. Although, challenges and obstacles arise Bosqueville Elementary works as a team, building a strong learning environment for the present and the future.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Math

Edition/Publication Year: 2003-2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
At or Above Met Standard	94	99	85	99	92
Commended Performance	45	17	26	37	15
Number of students tested	29	30	34	30	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3			3	5
Percent of students alternatively assessed	100			100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard		99	79	99	
Commended Performance		22	15	33	
Number of students tested	9	14	13	15	6
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	90	99	81	99	95
Commended Performance	39	14	29	41	13
Number of students tested	18	22	21	22	16
4. (specify subgroup): Hispanic					
At or Above Met Standard			90		
Commended Performance			27		
Number of students tested			11		

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2007 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Feb	Apr	Mar
SCHOOL SCORES					
At or above met standard	97	92	88	99	95
Commended Performance	45	56	32	48	21
Number of students tested	29	25	31	27	24
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	4	4	2	2	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard		83	86	99	
Commended Performance		50	31	43	
Number of students tested		12	13	14	
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	95	88	85	99	94
Commended Performance	28	44	44	52	25
Number of students tested	18	18	18	21	20
4. (specify subgroup): Hispanic					
At or Above Met Standard			90		
Commended Performance			18		
Number of students tested			11		

Notes:

Subject: Mathematics

Grade: 4

Test: Math

Edition/Publication Year: 2003-2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	99	87	93	87	72
Commended Performance	31	36	43	24	13
Number of students tested	26	28	28	25	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	3	2	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	99	86	82		60
Commended Performance	18	22	18		7
Number of students tested	11	14	11		15
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	99	86	94	89	71
Commended Performance	38	35	61	25	15
Number of students tested	21	20	18	20	20
4. (specify subgroup): Hispanic					
At or Above Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2007 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Feb	Apr	Mar
SCHOOL SCORES					
At or Above Met Standard	99	75	82	81	88
Commended Performance	27	18	18	17	21
Number of students tested	26	28	28	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	3	2	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	99	71	73		80
Commended Performance	9	14	9		20
Number of students tested	11	14	11		15
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	99	75	89	81	85
Commended Performance	29	25	28	17	25
Number of students tested	21	20	18	18	20
4. (specify subgroup): Hispanic					
At or Above Met Standard					
Commended Performance					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2007 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Met Standard	84	90	88	77	99
Commended Performance	26	41	41	19	39
Number of students tested	34	29	22	26	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	4	1	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	67	80		79	
Commended Performance	0	20		13	
Number of students tested	11	10		15	
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	84	95	90	75	99
Commended Performance	30	50	35	19	41
Number of students tested	20	20	17	20	22
4. (specify subgroup): Hispanic					
At or Above Met Standard	80				
Commended Performance	27				
Number of students tested	11	7	3	3	4

Notes:

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2007 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Feb	Apr	Mar
SCHOOL SCORES					
At or Above Met Standard	81	90	84	80	89
Commended Performance	12	31	22	31	43
Number of students tested	34	29	23	26	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	2	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	78	82		71	
Commended Performance	9	18		27	
Number of students tested	11	11		15	
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	84	90	85	79	90
Commended Performance	15	38	17	30	50
Number of students tested	20	21	18	20	22
4. (specify subgroup): Hispanic					
At or Above Met Standard	70				
Commended Performance	9				
Number of students tested	11				

Notes:

Subject: Mathematics

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
At or Above Met Standard	99	99	99	99	
At Commended Performance	76	58	50	52	
Number of students tested	33	26	26	27	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	99	99	99	99	
Commended Performance	69	30	33	43	
Number of students tested	16	10	6	7	
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
At Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	99	99	99	95	
Commended Performance	78	55	50	45	
Number of students tested	23	20	18	20	
4. (specify subgroup): Hispanic					
At or Above Met Standard	99		99	99	
At Commended Performance	71		20	67	
Number of students tested	7		5	6	

Notes:

In the 2003-04 school year the 6th grade students were not part of the elementary campus. From 2004-2008 they were moved back to the elementary campus. There was another reconfiguration during the summer of 2008 so for the 2008-09 school year the sixth grade students are back with the jr. high.

Subject: Reading

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2007

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
At or Above Met Standard	99	99	99	96	
At Commended Performance	79	68	60	60	
Number of students tested	33	25	25	25	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		100	100		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Met Standard	99	99	99	83	
At Commended Performance	69	67	33	43	
Number of students tested	16	9	6	7	
2. Racial/Ethnic Group (specify subgroup): African American					
At or Above Met Standard					
At Commended Performance					
Number of students tested					
3. (specify subgroup): White					
At or Above Met Standard	99	99	99	95	
Commended Performance	74	68	65	65	
Number of students tested	23	19	20	20	
4. (specify subgroup): Hispanic					
At or Above Met Standard	100				
At Commended Performance	100				
Number of students tested	7				

Notes:

In the 2003-04 school year the sixth grade students were not part of the elementary campus. From 2004-2008 they were moved back to the elementary campus. There was another reconfiguration during the summer of 2008 so for the 2008-09 school year the sixth grade students are back with the jr. high.